

DOCUMENT RESUME

ED 139 336

HE 008 942

TITLE Faculty Development Manual for the School of Allied Health Sciences, University of Texas Medical Branch at Galveston.

INSTITUTION Texas Univ., Galveston. Medical Branch.

PUB DATE May 77

NOTE 103p.

AVAILABLE FROM School of Allied Health Sciences, University of Texas Medical Branch, Galveston, Texas 77550

EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.

DESCRIPTORS *College Faculty; *Evaluation Methods; Faculty Evaluation; *Health Occupations Education; Higher Education; Manuals; Measurement Instruments; Noninstructional Responsibility; *Performance Contracts; Questionnaires; Self Evaluation; State Universities; Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teaching Quality

IDENTIFIERS *Faculty Development

ABSTRACT

The contents of this guide, adopted for a one-year pilot study, include: standard operating procedures for the faculty development/effectiveness document (performance and evaluation contract); instructions and forms for evaluating effectiveness in teaching, administrative duties, and professional activities; and a faculty development/self-assessment instrument. (MSE)

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FACULTY DEVELOPMENT MANUAL
for the
School of Allied Health Sciences
University of Texas Medical Branch at Galveston

Adopted
for
one year
pilot study May 5, 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PHILOSOPHY OF FACULTY DEVELOPMENT

The School of Allied Health Sciences, The University of Texas Medical Branch at Galveston, in its commitment to the provision of quality education for future health practitioners, recognizes the necessity of achieving and maintaining a faculty of the highest caliber. While the individual faculty member bears the responsibility for his/her own performance, The School of Allied Health Sciences ensures an environment in which productive efforts are recognized and rewarded. It is committed to faculty development and faculty effectiveness in an effort to encourage, support, evaluate and recognize the achievements of its faculty.

A multi-faceted approach involving an awareness of the needs of the faculty member, the student, the department, the school, and ultimately, the consumer has been developed. To assure that the role needs are optimally met, evaluation is an integral part of development efforts.

This policy expresses a long term commitment to faculty excellence and is not a substitute for any of the tenure systems developed to ensure academic freedom. This policy is not in conflict with the rules and regulations of The University of Texas Board of Regents.

It is intended that faculty evaluation and development activities be flexible and individual, recognizing the various levels of faculty growth, experience and responsibilities. This policy is to be utilized in conjunction with long range planning and annual letters of appointment and reappointment. Above all, this policy provides a mechanism for support of faculty growth.

STANDARD OPERATING PROCEDURES FOR THE
FACULTY DEVELOPMENT/EFFECTIVENESS DOCUMENT

1. At the time of interview a prospective faculty member will be given a copy of the Faculty Development Manual for the School of Allied Health Sciences, University of Texas Medical Branch at Galveston, by the Department Chairman or Supervisor and the philosophy and contents thereof shall be reviewed and discussed with the Department Chairman or prospective Supervisor.
2. Upon acceptance of a position in the School of Allied Health Sciences and negotiation of job responsibilities the employer and faculty member will agree upon the areas in which the faculty member will be assessed for his effectiveness and appropriate weighting thereof. The weighting will be individualized for each faculty member according to the percent of effort agreed upon. The relationship between his workload efforts and the assessment of effectiveness will be thoroughly discussed.
3. In the case of a new or prospective faculty member, he will identify with his employer areas within the realm of his responsibilities in which he desires developmental opportunities. The faculty member's workload shall be assigned incorporating time for developmental opportunities. Suggested mechanisms include
 - a. consultation with appropriate professionals
 - b. continuing education
 - c. assisting more experienced faculty members
 - d. faculty development
4. The negotiation of responsibilities shall occur on a yearly basis for all faculty members. Negotiations shall be based on the faculty member's strengths and developmental activities. The contracted responsibilities will be agreed upon by means of a letter of appointment signed by the employer. The faculty member should accept the appointment formally in a letter. This negotiation shall occur 4 months prior to the year of appointment.
5. During each year at agreed upon times and in accordance with University of Texas Medical Branch personnel policies, each faculty member shall be evaluated in areas appropriate to his responsibilities by the following individuals:
 - a. self
 - b. peer (a faculty member in the School of Allied Health Sciences who meets the approval of both the individual and the individual's supervisor. A peer may vary according to area of responsibility being evaluated.)

- c. supervisor (the individual to whom a faculty member is administratively responsible)
 - d. students (not applicable to non-teaching positions or faculty members not primarily engaged in teaching activities)
6. The faculty member will discuss the evaluations with the supervisor and together they will agree on areas for further development based on the faculty member's interests, the departmental and school needs, taking into consideration the individual's strengths and areas identified as needing improvement. This commitment to development should be a part of the "letter of appointment" for the following year.
 7. The faculty member shall be made aware of and given the opportunity for faculty development in the above agreed-upon areas. Suggested mechanisms include
 - a. obtain continuing education through pursuit of an advanced degree, CED's or non-credit faculty development activities.
 - b. continued guidance from a mutually agreed upon professional through mechanisms such as:
 - aa. team teaching
 - bb. assisting a more experienced faculty member
 - cc. consultation with a professional with expertise in a specific area
 8. The total results of any evaluation shall be a confidential document between the individual being evaluated and his supervisor. Summary results (departmental or individual) may be shared with the Dean.
 9. The results of any evaluation will be used as hard data to support a decision to promote, demote, or not reappoint a faculty member.
 10. The faculty member may appeal any decision based on the use of this document by requesting reevaluation by two alternate faculty members. If further appeal is necessary it should proceed according to the grievance process of the University of Texas Medical Branch. (See Faculty Handbook, Part II, Section 8.10)

THE UNIVERSITY OF TEXAS SCHOOL OF ALLIED HEALTH SCIENCES
AT GALVESTON
THE UNIVERSITY OF TEXAS MEDICAL BRANCH
AT GALVESTON

Instructions for Evaluation of Faculty Effectiveness

1. Not all portions of these instruments are applicable to every individual. Please evaluate only in the areas designated by the individual requesting the evaluation. These areas will have been determined previously by the faculty member being evaluated and his supervisor.
2. This instrument has two separate sections: worksheets, which contain both competencies and criteria for these competencies, and a summary sheet, which contains only competencies. Please complete worksheets before the summary sheet.
3. Instructions for the worksheet

There is a space in each row for one of 2 to 4 responses:

Based upon my observations	Unable	
<u>Yes</u>	<u>No</u>	<u>to observe</u> <u>Not applicable</u>

A check in the "Yes" column means that the statement is characteristic of the individual based upon the observations made which are described in the section headed "Data Base". Do not answer on the basis of single, isolated instances unless the item so specifies.

A check in the "No" column means that the statement is not characteristic of the individual based upon the observations made and described in the section headed "Data Base".

A check in the "Unable to observe" column means that the evaluator has not had the opportunity to observe the individual on that criteria.

A check in the "Not applicable" column means that the premise of the statement does not apply for this individual.

This is a forced choice situation. Please make a choice and mark for each designated portion.

Regard each item separately. Make no attempt to relate one to another.

At the end of each group of criteria, and of each competency, please total each column and record in the appropriate blank.

4. Instructions for the summary sheet

On the worksheet you have recorded a total for each set of criteria. Depending upon the length of academic experience of the faculty member, enter a check mark on the assessment summary sheet (Form A) in the appropriate column for each competency assessed. The categories and criteria for competency are listed below.

<u>Category</u>	<u>Criteria for Competency</u>
<u>Category 1</u> Less than 12 months academic experience* in the School of Allied Health Sciences UTMB, or less than 24 months overall academic experience	51% or more criteria met = check <u>Yes</u> column (The <u>No</u> and <u>Unable</u> <u>to Observe</u> columns shall not total more than 49%)
<u>Category 2</u> 25 months to 60 months academic experience and more than 12 months academic experience in the School of Allied Health Sciences, UTMB	67% or more criteria met = check <u>Yes</u> column (The <u>No</u> and <u>Unable</u> <u>to Observe</u> columns shall not total more than 33%)
<u>Category 3</u> 61 months or more academic experience and more than 12 months academic experience in the School of Allied Health Sciences, UTMB	75% or more criteria met = check <u>Yes</u> column (The <u>No</u> and <u>Unable</u> <u>to Observe</u> columns shall not total more than 25%)

*Academic experience is defined as full
time academic experience.

SCHOOL OF ALLIED HEALTH SCIENCES AT GALVESTON
UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

SUMMARY SHEET

Name of faculty member
being evaluated _____

Category: 1 ___ 2 ___ 3 ___

Assessor: Peer _____
Supervisor _____
Student _____
Self _____

Date: _____

I. CLASSROOM TEACHING

Given:

Appropriately selected students
Adequate physical and environmental resources
Curriculum designed to meet minimum Essentials:

Competency #1:

The faculty member demonstrates a systematic
approach to instructional planning and prepa-
ration.

Based upon my observations

Yes No

Unable
to observe

Not applicable

Competency #2:

The faculty member demonstrates the
ability to implement instruction

Competency #3:

The faculty member demonstrates the
ability to evaluate the instructional process.

Comments:

SUMMARY SHEET

Name of faculty member
being evaluated _____

Category: 1 ___ 2 ___ 3 ___

Assessor: Peer _____
Supervisor _____
Student _____
Self _____

Date: _____

II. ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)

Competency #1:

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to organize, direct, supervise, and coordinate the clinical education part of the total curriculum.

Based upon my observations
Yes No

Unable
to observe Not applicable

Competency #2:

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to assess needs and implement programs for the development of clinical centers and clinical faculty.

Competency #3:

The Academic Coordinator of Clinical Education contributes to the professional development of the student through appropriate counseling and guidance.

Comments:

SUMMARY SHEET

Name of faculty member
being evaluated _____

Category: 1 ___ 2 ___ 3 ___

Assessor: Peer _____
Supervisor _____
Student _____
Self _____

Date: _____

III. ADMINISTRATION AND PROFESSIONAL ACTIVITIES

Administration

Competency:

The faculty member demonstrates the ability to carry out his administrative responsibilities effectively.

Based upon my observations
Yes No

Unable
to observe

Not applicable

Professional Activities

Competency:

The faculty member demonstrates the ability to pursue activities which will assist him in his professional development.

Comments:

SUMMARY SHEET

Name of faculty member
being evaluated _____

Category: 1 ___ 2 ___ 3 ___

Assessor: Peer _____
Supervisor _____
Student _____
Self _____

Date: _____

IV. CLINICAL TEACHING

Administration

Competency:

The faculty member demonstrates the ability
to carry out his administrative responsibilities
effectively.

Based upon my observations
Yes No

Unable
to observe

Not applicable

Instruction

Competency:

The faculty member demonstrates effective
teaching skills.

Comments:

SCHOOL OF ALLIED HEALTH SCIENCES AT GALVESTON
UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

EFFECTIVENESS ASSESSMENT WORKSHEET

Name of faculty member
being evaluated _____

Evaluator: Peer _____
Supervisor _____
Student _____
Self _____

Date: _____

I. CLASSROOM TEACHING

Given:

Appropriately selected students
Adequate physical and environmental resources
Curriculum designed to meet minimum Essentials

Competency #1:

The faculty member demonstrates a systematic
approach to instructional planning and preparation.

Based upon my observations
Yes No

Unable
to observe Not applicable

- | | | | | |
|--|----------|-------|-------|-------|
| 1. States willingness to pre-assess, if appropriate. | 1. _____ | _____ | _____ | _____ |
| 2. Supports the use of objectives to maximize learning effectiveness. | 2. _____ | _____ | _____ | _____ |
| 3. Supports the use of instructional strategies to maximize learning effectiveness. | 3. _____ | _____ | _____ | _____ |
| 4. Supports the use of learning activities to maximize learning effectiveness. | 4. _____ | _____ | _____ | _____ |
| 5. Believes that course/unit objectives should relate to identified professional competencies. | 5. _____ | _____ | _____ | _____ |

(Classroom Teaching; Competency #1, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
6. Believes that lesson plans should be prepared prior to instructional period.	6. _____	_____	_____	_____
7. States willingness to prepare a syllabus.	7. _____	_____	_____	_____
8. Believes that learning aids facilitate achievement of objectives.	8. _____	_____	_____	_____
9. Expresses interest in using available resources.	9. _____	_____	_____	_____
10. Prepares instrument for learner pre-assessment, if appropriate.	10. _____	_____	_____	_____
11. Generates learning objectives appropriate for content area for which he/she is responsible.	11. _____	_____	_____	_____
12. Sequences learning objectives in a systematic manner.	12. _____	_____	_____	_____
13. Selects the instructional strategy(ies) on the basis of given resources and desired learning outcomes.	13. _____	_____	_____	_____
14. Selects learning activities on basis of given resources and desired learning outcomes.	14. _____	_____	_____	_____
15. Selects evaluation method(s) based on the desired learning outcomes.	15. _____	_____	_____	_____
16. Generates the means of assessing learner achievement of desired outcomes.	16. _____	_____	_____	_____

(Classroom Teaching: Competency #1, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
17. Selects method(s) for learner assessment of instructor's performance.	17. _____	_____	_____	_____
18. Generates the means by which learners may assess instructor's performance.	18. _____	_____	_____	_____
19. Identifies professional competencies that relate to content being taught.	19. _____	_____	_____	_____
20. Writes a lesson plan that meets the needs of the instructor and the learning experience.	20. _____	_____	_____	_____
21. Sequences content to provide a logical framework for the achievement of course/unit objectives.	21. _____	_____	_____	_____
22. Compiles syllabus appropriate for content and needs of instructor, so that preparation is facilitated.	22. _____	_____	_____	_____
23. Selects learning aids appropriate to content being taught.	23. _____	_____	_____	_____
24. Generates specific learning aids as needed or appropriate.	24. _____	_____	_____	_____
25. Structures material presented so that objectives correlate with professional competencies.	25. _____	_____	_____	_____

(Classroom Teaching: Competency #1, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
26. Utilizes resources as needed for construction of assessment methods.	26. _____	_____	_____	_____
27. Designs method for evaluating learners' achievement of objectives.	27. _____	_____	_____	_____
28. Identifies resources appropriate to content being addressed.	28. _____	_____	_____	_____
29. Explains to the department why resource persons, knowledges, and materials are to be used.	29. _____	_____	_____	_____
30. Correlates selected resources with stated objectives.	30. _____	_____	_____	_____
TOTAL	_____	_____	_____	_____

Data base:

(for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

(Classroom Teaching, cont'd.)

Name of faculty member
being evaluated _____

Competency #2:

Date _____

The faculty member demonstrates the
ability to implement instruction.

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
1. Presents content that is appropriate to course/unit objectives.	1. _____	_____	_____	_____
2. Utilizes content sequence that facilitates learner's achievement of course/unit objectives.	2. _____	_____	_____	_____
3. Utilizes prepared pre-assessment method, if pre-assessment is deemed appropriate.	3. _____	_____	_____	_____
4. Utilizes selected instructional strategies.	4. _____	_____	_____	_____
5. Utilizes selected learning activities.	5. _____	_____	_____	_____
6. Utilizes selected learning resources.	6. _____	_____	_____	_____
7. Shares learning objectives with learners.	7. _____	_____	_____	_____
8. Explains learning objectives to learners.	8. _____	_____	_____	_____
9. Provides clear guidelines for learners in their efforts to achieve course/unit objectives.	9. _____	_____	_____	_____
10. Presents correlation between learning objectives and professional competencies.	10. _____	_____	_____	_____

(Classroom Teaching, Competency #2, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
11. Utilizes classroom techniques which encourage student participation in learning experiences.	11. _____	_____	_____	_____
12. Demonstrates honesty in relating to learners.	12. _____	_____	_____	_____
13. Presents self in a manner that fosters learning.	13. _____	_____	_____	_____
14. Accepts students as persons of worth.	14. _____	_____	_____	_____
15. Is accessible to students.	15. _____	_____	_____	_____
TOTAL	_____	_____	_____	_____

Data base:

(for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

(Classroom Teaching, cont'd.)

Name of faculty member
being evaluated _____

Competency #3:

Date _____

The faculty member demonstrates the
ability to evaluate the instructional process.

Based upon my observations

Yes

No

Unable
to observe

Not applicable

1. Administers selected method(s) for
evaluating learner's achievement of
objectives.
2. Analyzes scores resulting from adminis-
tration of evaluation method(s).
3. Analyzes evaluation method(s) for
correlation with course/unit objectives.
4. Modifies evaluation method(s) as indicated.
5. Evaluates efficacy of learning experiences.
6. Modifies learning experiences, if indicated.
7. Modifies learning resources, if indicated.
8. Requests other faculty members to critique
assessment procedures.
9. Assures equality for all students in
assessment.
10. Administers tools for learners' evaluation
of instruction.

1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

(Classroom Teaching, Competency #3, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
11. Interprets results of learners' evaluation of instruction.	11. _____	_____	_____	_____
12. Specifies reasonable criteria by which learners' performances are graded and by which final grade is established.	12. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base:

(for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

II. ACADEMIC COORDINATOR OF CLINICAL EDUCATION

Name of faculty member
being evaluated _____

Evaluator: Peer _____
Supervisor _____
Student _____
Self _____

Competency #1:

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to organize, direct, supervise, and coordinate the clinical education part of the total curriculum.

Date _____

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
1. Facilitates communications between the educational program and the clinical faculty for planning student experiences.	1. _____	_____	_____	_____
2. Disseminates information to both students and clinical center personnel.	2. _____	_____	_____	_____
3. Participates in the formulation of objectives for the total clinical experience.	3. _____	_____	_____	_____
4. Maintains a descriptive file of current clinical education centers.	4. _____	_____	_____	_____
5. Insures, on the basis of the report from the Grading and Promotions Committee, that only eligible students participate in clinical education.	5. _____	_____	_____	_____
6. Assimilates accumulated information to determine course/unit grades.	6. _____	_____	_____	_____
7. Follows established procedures to handle student failure.	7. _____	_____	_____	_____
8. Schedules students for all clinical education assignments.	8. _____	_____	_____	_____

(Academic Coordinator of Clinical Education, Competency #1, cont'd.)

Name of faculty member
being evaluated _____

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
9. Notifies clinical centers and students of scheduled clinical education assignments.	9. _____	_____	_____	_____
10. Provides forms to the clinical centers for evaluation of student clinical performance.	10. _____	_____	_____	_____
11. Provides guidelines to students and faculty for the assessment of the correlation of academic and clinical instruction.	11. _____	_____	_____	_____
12. Assesses correlation of classroom and clinical instruction.	12. _____	_____	_____	_____
13. Submits appropriate reports concerning clinical education experiences.	13. _____	_____	_____	_____
14. Provides curriculum information to the clinical centers.	14. _____	_____	_____	_____
15. Orients the student to rules and regulations governing the student and the clinical center.	15. _____	_____	_____	_____
16. Assures that legal agreements with clinical centers are in order.	16. _____	_____	_____	_____
17. Assures the adjunct faculty appointments are in order.	17. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

(Academic Coordinator of Clinical Education, cont'd.)

Name of faculty member
being evaluated _____

Competency #2:

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to assess needs and implement programs for the development of clinical centers and clinical faculty.

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
1. Identifies and establishes clinical centers to meet the needs of the curriculum.	1. _____	_____	_____	_____
2. Assures that criteria for the evaluation of the clinical center's programs are formulated.	2. _____	_____	_____	_____
3. Assures that periodic evaluation of the clinical center and its programs are performed.	3. _____	_____	_____	_____
4. Assists clinical center to maintain and improve quality of learning experiences.	4. _____	_____	_____	_____
5. Acquaints clinical faculty with continuing education opportunities.	5. _____	_____	_____	_____
6. Provides workshops regarding the educational process to clinical faculty with available funding.	6. _____	_____	_____	_____
7. Identifies and promotes reward systems designed to recognize clinical faculty contributions to the curriculum.	7. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

(Academic Coordinator of Clinical Education, cont'd.)

Name of faculty member
being evaluated _____

Competency #3:

Date _____

The Academic Coordinator of Clinical Education contributes to the professional development of the student through appropriate counseling and guidance.

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
1. Counsels with students on an individual basis regarding aspects of the curriculum related to clinical education.	1. _____	_____	_____	_____
2. Solicits descriptive clinical center information available to students to aid them in their selection of clinical centers.	2. _____	_____	_____	_____
3. Counsels students in their selection of clinical experiences.	3. _____	_____	_____	_____
4. Counsels with students regarding their clinical performance.	4. _____	_____	_____	_____
5. Provides guidance to help the student understand personality interactions with staff in specific clinical centers.	5. _____	_____	_____	_____
6. Assists student with problems regarding personnel, patients, and personal crises which occur during clinical education.	6. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

III. ADMINISTRATION AND PROFESSIONAL ACTIVITIES

Administration

Competency:

The faculty member demonstrates the ability to carry out his administrative responsibilities effectively.

1. The faculty member maintains required departmental records as assigned.
2. The faculty member uses the established purchasing system.
- 3a. The faculty member participates in curriculum development.
- 3b. The faculty member participates in curriculum evaluation.
4. Given adequate faculty and staff, the faculty member serving as course coordinator makes appropriate assignments of faculty and staff responsibilities.
- 5a. The faculty member maintains intra-departmental communication.
- 5b. The faculty member strives to maintain inter- and extra-departmental communication.
6. The faculty member works effectively with other faculty and with staff.

Name of faculty member
being evaluated _____

Date _____

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3a. _____	_____	_____	_____	_____
3b. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5a. _____	_____	_____	_____	_____
5b. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____

(Form B)

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(Administration and Professional Activities, cont'd.)

Name of faculty member
being evaluated _____

Date _____

	Based upon my observations		Unable to observe	Not applicable
	Yes	No		
7a. The faculty member displays initiative.	7a. _____	_____	_____	_____
7b. The faculty member encourages initiative.	7b. _____	_____	_____	_____
8. The faculty member demonstrates a willingness to participate in departmental and/or school committees.	8. _____	_____	_____	_____
9. Given a reasonable set of responsibilities, the faculty member completes assignments acceptably.	9. _____	_____	_____	_____
10. The faculty member utilizes an established mechanism for dispersing health career information.	10. _____	_____	_____	_____
11. The faculty member uses good judgement in counselling with students.	11. _____	_____	_____	_____
12. The faculty member complies with rules and regulations of department, school, university and the board of regents.	12. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

(Administration and Professional Activities, cont'd.)

Professional Activities

Competency:

The faculty member demonstrates the ability to pursue activities which will assist him in his professional development.

1. The faculty member maintains registration, licensure, or certification if it is required by his profession, and performs within the ethical and legal boundaries of his profession.

2. The faculty member provides "supportive services" such as consultation and feedback to other faculty as appropriate.

3. The faculty member seeks to develop professionally. Examples of means for gaining professional growth:
(4 out of the 9 = minimum)

- a. The faculty member belongs to one professional organization.
- b. The faculty member participates in functions of a professional organization.
- c. The faculty member holds committee membership in professional or professionally related organizations.
- d. The faculty member presents continuing education activities, written and verbal.

Name of faculty member
being evaluated _____

Date _____

	Based on my observations		Unable to observe	Not applicable
	Yes	No		
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____

(Administration and Professional Activities, cont'd.)

Name of faculty member
being evaluated _____

	Based on my observations		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
e. The faculty member conducts research.	e. _____	_____	_____	_____
f. The faculty member serves in a formal consultative capacity. (example: with agencies, adjunct faculty)	f. _____	_____	_____	_____
g. The faculty member avails self of continuing education opportunities.	g. _____	_____	_____	_____
h. The faculty member engages in active clinical pursuits.	h. _____	_____	_____	_____
i. The faculty member strives to keep up with professional literature.	i. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation,
verbal discussion], and situation observed [specific course, committee, etc.])

IV. CLINICAL TEACHING

Administration

Competency:

The faculty member demonstrates the ability to carry out his administrative responsibilities effectively.

(Scheduling):

1. The faculty member prepares realistic/ workable schedules for students within the department allowing time for additional learning experiences within and outside the clinical setting.

Based upon my observations

Yes

No

Unable
to observe

Not applicable

1. _____

(Coordination):

2. The faculty member either plans, reviews and/or modifies the student training program for his/her area.
3. The faculty member arranges for student benefits as available.
4. The faculty member provides representation for the clinical area at meetings for field work supervision.
5. The faculty member designates individuals for on-site student supervision.
6. The faculty member consults with on-site student supervisors.

2. _____

3. _____

4. _____

5. _____

6. _____

Name of faculty member
being evaluated _____

Date _____

(Clinical Teaching, cont'd.)

Name of faculty member
being evaluated _____

Date _____

Based upon my observations
Yes No

Unable
to observe Not applicable

7. The faculty member orientates the student,
which includes:
a. students receive the following
materials: rules, regulations,
emergency procedures, written
behavioral objectives, organi-
zational plan and outline of programs,
duties of employees
b. tour of facility
c. introduction to employees

7. _____

8. The faculty member coordinates field
work experience with the didactic curricu-
lum where indicated to provide pertinent
learning experiences.

8. _____

9. The faculty member arranges additional
instruction or experience for student
in areas where reinforcement is indi-
cated.

9. _____

(Evaluation and assessment):

10. The faculty member assists in preparation
of instrument for pre-assessment.

10. _____

11. The faculty member provides instrument
for student evaluations.

11. _____

(Clinical Teaching, cont'd.)

Name of faculty member
being evaluated _____

Date _____

	Based upon my observations		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
12. The faculty member prepares and discusses a list of student responsibilities.	12. _____	_____	_____	_____
13. The faculty member assesses the student training program.	13. _____	_____	_____	_____
14. The faculty member requests student's evaluation of the clinical experience.	14. _____	_____	_____	_____
15. The faculty member provides feedback to the School of Allied Health Sciences pertinent to the correlation of didactic and field work learning experience.	15. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation verbal discussion], and situation observed [specific course, committee, etc.])

(Clinical Teaching, cont'd.)

Name of faculty member
being evaluated _____

Date _____

Instruction

Competency:

The faculty member demonstrates effective
teaching skills.

1. The faculty member sequences the learning
experiences in accordance with accepted
method.

Based upon my observations

Yes

No

Unable
to observe

Not applicable

1. _____

2. The faculty member chooses patients
(tasks) which will enhance learning.

2. _____

Supervision:

The faculty member demonstrates ability
in the supervision of students.

3. The faculty member verifies that
learning has occurred, i.e. by observation,
by requesting feedback, by testing.

3. _____

4. The faculty member discusses with student
the goals and expectations of both super-
visor and student.

4. _____

5. The faculty member reviews student's
schedule and suggests changes as neces-
sary.

5. _____

(Clinical Teaching, cont'd.)

Name of faculty member
being evaluated _____

Date _____

	Based upon my observations		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
6. The faculty member observes student performance, formally and informally, without detracting from that performance.	6. _____	_____	_____	_____
7. The faculty member allows student to function independently as performance and situation warrant.	7. _____	_____	_____	_____
8. The faculty member gives verbal and written feedback (both positive and negative) to student following observed performance, as soon as feasible.	8. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Data base: (for example, number of observations, type of data [written material, on-site observation, verbal discussion], and situation observed [specific course, committee, etc.])

SCHOOL OF ALLIED HEALTH SCIENCES AT GALVESTON
UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

FACULTY DEVELOPMENT/SELF-ASSESSMENT INSTRUMENT

Name _____

Date _____

I. CLASSROOM TEACHING

Given:

Appropriately selected students
Adequate physical and environmental resources
Curriculum designed to meet minimum Essentials:

Competency #1:

The faculty member demonstrates a systematic approach to instructional planning and preparation.

Attitudinal criteria:

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
1. States willingness to pre-assess, if appropriate.	1. _____	_____	_____	_____
2. Supports the use of objectives to maximize learning effectiveness.	2. _____	_____	_____	_____
3. Supports the use of instructional strategies to maximize learning effectiveness.	3. _____	_____	_____	_____
4. Supports the use of learning activities to maximize learning effectiveness.	4. _____	_____	_____	_____
5. Believes that course/unit objectives should relate to identified professional competencies.	5. _____	_____	_____	_____

(Classroom Teaching, Competency #1, cont'd.)

Name _____

Date _____

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
6. Believes that lesson plans should be prepared prior to instructional period.	6. _____	_____	_____	_____
7. States willingness to prepare a syllabus.	7. _____	_____	_____	_____
8. Believes that learning aids facilitate achievement of objectives.	8. _____	_____	_____	_____
9. Expresses interest in using available resources.	9. _____	_____	_____	_____

Performance criteria:

10. Prepares instrument for learner pre-assessment, if appropriate.	10. _____	_____	_____	_____
11. Generates learning objectives appropriate for content area for which he/she is responsible.	11. _____	_____	_____	_____
12. Sequences learning objectives in a systematic manner.	12. _____	_____	_____	_____
13. Selects the instructional strategy(ies) on the basis of given resources and desired learning outcomes.	13. _____	_____	_____	_____

(Classroom Teaching, Competency #1, cont'd.)

Name _____

Date _____

	In my opinion		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
14. Selects learning activities on basis of given resources and desired learning outcomes.	14. _____	_____	_____	_____
15. Selects evaluation method(s) based on desired learning outcomes.	15. _____	_____	_____	_____
16. Generates the means of assessing learner achievement of desired outcomes.	16. _____	_____	_____	_____
17. Selects method(s) for learner assessment of instructor's performance.	17. _____	_____	_____	_____
18. Generates the means by which learners may assess instructor's performance.	18. _____	_____	_____	_____
19. Identifies professional competencies that relate to content being taught.	19. _____	_____	_____	_____
20. Writes a lesson plan that meets the needs of the instructor and the learning experience.	20. _____	_____	_____	_____
21. Sequences content to provide a logical framework for the achievement of course/unit objectives.	21. _____	_____	_____	_____

(Classroom Teaching, Competency #1, cont'd.)

Name _____

Date _____

	In my opinion		Unable to observe	Not applicable
	Yes	No		
22. Compiles syllabus appropriate for content and needs of instructor, so that preparation is facilitated.	22. _____	_____	_____	_____
23. Selects learning aids appropriate to content being taught.	23. _____	_____	_____	_____
24. Generates specific learning aids as needed or appropriate.	24. _____	_____	_____	_____
25. Structures material presented so that objectives correlate with professional competencies.	25. _____	_____	_____	_____
26. Utilizes resources as needed for construction of assessment methods.	26. _____	_____	_____	_____
27. Designs method for evaluating learners' achievement of objectives.	27. _____	_____	_____	_____
28. Identifies resources appropriate to content being addressed.	28. _____	_____	_____	_____
29. Explains to the department why resource persons, knowledges, and materials are to be used.	29. _____	_____	_____	_____
30. Correlates selected resources with stated objectives.	30. _____	_____	_____	_____

(Classroom Teaching, Competency #1, cont'd.)

Name _____

Date _____

Cognitive criteria:

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
31. Identifies a variety of techniques for pre-assessment.	31. _____	_____	_____	_____
32. States reasons for or against administering learner pre-assessment.	32. _____	_____	_____	_____
33. Identifies departmental requirements concerning behavioral objectives.	33. _____	_____	_____	_____
34. Describes pros and cons of using objectives in the instructional process.	34. _____	_____	_____	_____
35. States reasons for selection of instructional strategy(ies).	35. _____	_____	_____	_____
36. Cites an example of selected instructional strategy(ies).	36. _____	_____	_____	_____
37. States reasons for selection of learning activities.	37. _____	_____	_____	_____
38. Cites an example of learning activities.	38. _____	_____	_____	_____
39. Describes the roles of learner assessment in the educational process.	39. _____	_____	_____	_____

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(Classroom Teaching, Competency #1, cont'd.)

Name _____

Date _____

	In my opinion		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
40. States reasons for selected assessment method(s).	40. _____	_____	_____	_____
41. Cites examples of selected evaluation method(s).	41. _____	_____	_____	_____
42. Describes the function(s) of learner evaluation of instructor's performance.	42. _____	_____	_____	_____
43. States reasons for selected assessment method(s).	43. _____	_____	_____	_____
44. Cites examples of selected assessment method(s).	44. _____	_____	_____	_____
45. Identifies departmental requirements for a syllabus and its use.	45. _____	_____	_____	_____
46. Identifies available types of learning aids.	46. _____	_____	_____	_____
47. Identifies advantages and disadvantages of available learning aids.	47. _____	_____	_____	_____
48. Describes options that are available in choosing resource persons and materials.	48. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Comments:

(Classroom Teaching, cont'd.)

Name _____

Competency #2:

Date _____

The faculty member demonstrates the ability to implement instruction.

	In my opinion		Unable to observe	Not Applicable
	Yes	No		
1. Presents content that is appropriate to course/unit objectives.	1. _____	_____	_____	_____
2. Utilizes content sequence that facilitates learner's achievement of course/unit objectives.	2. _____	_____	_____	_____
3. Utilizes prepared pre-assessment method, if pre-assessment is deemed appropriate.	3. _____	_____	_____	_____
4. Utilizes selected instructional strategies.	4. _____	_____	_____	_____
5. Utilizes selected learning activities.	5. _____	_____	_____	_____
6. Utilizes selected learning resources.	6. _____	_____	_____	_____
7. Shares learning objectives with learners.	7. _____	_____	_____	_____
8. Explains learning objectives to learners.	8. _____	_____	_____	_____
9. Provides clear guidelines for learners in their efforts to achieve course/unit objectives.	9. _____	_____	_____	_____
10. Presents correlation between learning objectives and professional competencies.	10. _____	_____	_____	_____

(Classroom Teaching, cont'd.)

Name _____

Date _____

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
11. Utilizes classroom techniques which encourage student participation in learning experiences.	11. _____	_____	_____	_____
12. Demonstrates honesty in relating to learners.	12. _____	_____	_____	_____
13. Presents self in a manner that fosters learning.	13. _____	_____	_____	_____
14. Accepts students as persons of worth.	14. _____	_____	_____	_____
15. Is accessible to students.	15. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Comments:

Competency #3:

The faculty member demonstrates the ability to evaluate the instructional process.

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
1. Administers selected method(s) for evaluating learners' achievement of objectives.	1. _____	_____	_____	_____
2. Analyzes scores resulting from administration of evaluation method(s).	2. _____	_____	_____	_____

(Classroom Teaching, Competency #3, cont'd.)

Name _____

	In my opinion		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
3. Analyzes evaluation method(s) for correlation with course/unit objectives.	3. _____	_____	_____	_____
4. Modifies evaluation method(s) as indicated.	4. _____	_____	_____	_____
5. Evaluates efficacy of learning experiences.	5. _____	_____	_____	_____
6. Evaluates efficacy of learning experiences.	6. _____	_____	_____	_____
7. Modifies learning experiences, if indicated.	7. _____	_____	_____	_____
8. Modifies learning resources, if indicated.	8. _____	_____	_____	_____
9. Requests other faculty members to critique assessment procedures.	9. _____	_____	_____	_____
10. Assures equality for all students in assessment.	10. _____	_____	_____	_____
11. Administers tools for learners' evaluation of instruction.	11. _____	_____	_____	_____
12. Interprets results of learners' evaluation of instruction.	12. _____	_____	_____	_____
13. Specifies reasonable criteria by which learners' performances are graded and by which final grade is established.	13. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Comments:

II. ACADEMIC COORDINATOR OF CLINICAL EDUCATION

Name _____

Competency #1:

Date _____

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to organize, direct, supervise, and coordinate the clinical education part of the total curriculum.

	In my opinion		Unable	
	Yes	No	to observe	Not applicable
1. Facilitates communications between the educational program and the clinical faculty for planning student experiences.	1. _____	_____	_____	_____
2. Disseminates information to both students and clinical center personnel.	2. _____	_____	_____	_____
3. Participates in the formulation of objectives for the total clinical experience.	3. _____	_____	_____	_____
4. Maintains a descriptive file of current clinical center personnel.	4. _____	_____	_____	_____
5. Insures, on the basis of the report from the Grading and Promotions Committee, that only eligible students participate in clinical education.	5. _____	_____	_____	_____
6. Assimilates accumulated information to determine course/unit grades.	6. _____	_____	_____	_____
7. Follows established procedures to handle student failure.	7. _____	_____	_____	_____
8. Schedules students for all clinical education assignments.	8. _____	_____	_____	_____

(Academic Coordinator of Clinical Education, cont'd.)

Name _____

Date _____

	opinion		Unable to observe	Not Applicable
	Yes	No		
9. Notifies clinical centers and students of scheduled clinical education assignments.	9. _____	_____	_____	_____
10. Provides forms to the clinical centers for evaluation of student clinical performance.	10. _____	_____	_____	_____
11. Provides guidelines to students and faculty for the assessment of the correlation of academic and clinical instruction.	11. _____	_____	_____	_____
12. Assesses correlation of classroom and clinical instruction.	12. _____	_____	_____	_____
13. Submits appropriate reports concerning clinical education experiences.	13. _____	_____	_____	_____
14. Provides curriculum information to the clinical centers.	14. _____	_____	_____	_____
15. Orients the student to rules and regulations governing the student and the clinical center.	15. _____	_____	_____	_____
16. Assures that legal agreements with clinical centers are in order.	16. _____	_____	_____	_____
17. Assures the adjunct faculty appointments are in order.	17. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Comments:

(Academic Coordinator of Clinical Education, cont'd.)

Name _____

Competency #2:

Date _____

The Academic Coordinator of Clinical Education assumes the responsibility for and demonstrates the ability to assess needs and implement programs for the development of clinical centers and clinical faculty.

	In my opinion		Unable	Not applicab
	Yes	No	to observe	
1. Identifies and establishes clinical centers to meet the needs of the curriculum.	1. _____	_____	_____	_____
2. Assures that criteria for the evaluation of the clinical center's programs are formulated.	2. _____	_____	_____	_____
3. Assures that periodic evaluation of the clinical center and its programs are performed.	3. _____	_____	_____	_____
4. Assists clinical center to maintain and improve quality of learning experiences.	4. _____	_____	_____	_____
5. Acquaints clinical faculty with continuing education opportunities.	5. _____	_____	_____	_____
6. Provides workshops regarding the educational process to clinical faculty with available funding.	6. _____	_____	_____	_____
7. Identifies and promotes reward systems designed to recognize clinical faculty contributions to the curriculum.	7. _____	_____	_____	_____
Comments:	TOTALS	_____	_____	_____

(Academic Coordinator of Clinical Education, cont'd.)

Name _____

Competency #3:

Date _____

The Academic Coordinator of Clinical Education contributes to the professional development of the student through appropriate counseling and guidance.

	In my opinion		Unable	
	Yes	No	to observe	Not applicable
1. Counsels with students on an individual basis regarding aspects of the curriculum related to clinical education.	1. _____	_____	_____	_____
2. Solicits descriptive clinical center information available to students to aid them in their selection of clinical centers.	2. _____	_____	_____	_____
3. Counsels students in their selection of clinical experiences.	3. _____	_____	_____	_____
4. Counsels with students regarding their clinical performance.	4. _____	_____	_____	_____
5. Provides guidance to help the student understand personality interactions with staff in specific clinical centers.	5. _____	_____	_____	_____
6. Assists student with problems regarding personnel, patients, and personal crises which occur during clinical education.	6. _____	_____	_____	_____

Comments:

TOTALS _____

III. ADMINISTRATION AND PROFESSIONAL ACTIVITIES

Name _____

Administration

Date _____

Competency:

The faculty member demonstrates the ability to carry out his administrative responsibilities effectively.

	In my opinion		Unable	
	Yes	No	to observe	Not applicable
1. The faculty member maintains required departmental records as assigned.	1. _____	_____	_____	_____
2. The faculty member uses the established purchasing system.	2. _____	_____	_____	_____
3a. The faculty member participates in curriculum development.	3a. _____	_____	_____	_____
3b. The faculty member participates in curriculum evaluation.	3b. _____	_____	_____	_____
4. Given adequate faculty and staff, the faculty member serving as course coordinator makes appropriate assignments of faculty and staff responsibilities.	4. _____	_____	_____	_____
5a. The faculty member maintains intra-departmental communication.	5a. _____	_____	_____	_____
5b. The faculty member strives to maintain inter- and extra-departmental communication.	5b. _____	_____	_____	_____
6. The faculty member works effectively with other faculty and with staff.	6. _____	_____	_____	_____

(Administration and Professional Activities, cont'd.)

Name _____

Date _____

	In my opinion		Unable to observe	Not applicable
	Yes	No		
7a. The faculty member displays initiative.	7a. _____	_____	_____	_____
7b. The faculty member encourages initiative.	7b. _____	_____	_____	_____
8. The faculty member demonstrates a willingness to participate in departmental and/or school committees.	8. _____	_____	_____	_____
9. Given a reasonable set of responsibilities, the faculty member completes assignments acceptably.	9. _____	_____	_____	_____
10. The faculty member utilizes an established mechanism for dispersing health career information.	10. _____	_____	_____	_____
11. The faculty member uses good judgement in counselling with students.	11. _____	_____	_____	_____
12. The faculty member complies with rules and regulations of department, school, university and the board of regents.	12. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

(Administration and Professional Activities, cont'd.)

Professional Activities

Date _____

Competency:

The faculty member demonstrates the ability to pursue activities which will assist him in his professional development.

	In my opinion		Unable	
	Yes	No	to observe	Not applicable
1. The faculty member maintains registration, licensure, or certification if it is required by his profession, and performs within the ethical and legal boundaries of his profession.	1. _____	_____	_____	_____
2. The faculty member provides "supportive services" such as consultation and feedback to other faculty as appropriate.	2. _____	_____	_____	_____
3. The faculty member seeks to develop professionally. Examples of means for gaining professional growth: (4 out of the 9 = minimum)	3. _____	_____	_____	_____
a. The faculty member belongs to one professional organization.	a. _____	_____	_____	_____
b. The faculty member participates in functions of a professional organization.	b. _____	_____	_____	_____
c. The faculty member holds committee membership in professional or professionally related organizations.	c. _____	_____	_____	_____
d. The faculty member presents continuing education activities, written and verbal.	d. _____	_____	_____	_____

(Administration and Professional Activities, cont'd.)

Name _____

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
e. The faculty member conducts research.	e. _____	_____	_____	_____
f. The faculty member serves in a formal consultative capacity. (example: with agencies, adjunct faculty)	f. _____	_____	_____	_____
g. The faculty member avails self of continuing education opportunities.	g. _____	_____	_____	_____
h. The faculty member engages in active clinical pursuits.	h. _____	_____	_____	_____
i. The faculty member strives to keep up with professional literature.	i. _____	_____	_____	_____
TOTALS	_____	_____	_____	_____

Comments:

IV. CLINICAL TEACHING

Name _____

Date _____

Administration

Competency:

The faculty member demonstrates the ability to carry out his administrative responsibilities effectively.

(Scheduling):

1. The faculty member prepares realistic/ workable schedules for students within the department allowing time for additional learning experiences within and outside the clinical setting.

In my opinion
Yes No

Unable
to observe

Not applicable

1. _____

(Coordination):

2. The faculty member either plans, reviews and/or modifies the student training program for his/her area.
3. The faculty member arranges for student benefits as available.
4. The faculty member provides representation for the clinical area at meetings for field work supervision.
5. The faculty member designates individuals for on-site student supervision.
6. The faculty member consults with on-site student supervisors.

2. _____

3. _____

4. _____

5. _____

6. _____

(Clinical Teaching, cont'd.)

Name _____

Date _____

	In my opinion		Unable	
	<u>Yes</u>	<u>No</u>	<u>to observe</u>	<u>Not applicable</u>
7. The faculty member orientates the student, which includes: a. students receive the following materials: rules, regulations, emergency procedures, written behavioral objectives, organizational plan and outline of programs, duties of employees b. tour of facility c. introduction to employees	7. _____	_____	_____	_____
8. The faculty member coordinates field work experience with the didactic curriculum where indicated to provide pertinent learning experiences.	8. _____	_____	_____	_____
9. The faculty member arranges additional instruction or experience for student in areas where reinforcement is indicated.	9. _____	_____	_____	_____
(Evaluation and assessment):				
10. The faculty member assists in preparation of instrument for pre-assessment.	10. _____	_____	_____	_____
11. The faculty member provides instrument for student evaluations.	11. _____	_____	_____	_____
12. The faculty member prepares and discusses a list of student responsibilities.	12. _____	_____	_____	_____

(Clinical Teaching, cont'd.)

Name _____

Date _____

	In my opinion		Unable to observe	Not applicable
	<u>Yes</u>	<u>No</u>		
13. The faculty member assesses the student training program.	13. _____	_____	_____	_____
14. The faculty member requests student's evaluation of the clinical experience.	14. _____	_____	_____	_____
15. The faculty member provides feedback to the School of Allied Health Sciences pertinent to the correlation of didactic and field work learning experience.	15. _____	_____	_____	_____
Comments:	TOTALS		_____	_____

Instruction

Competency:

The faculty member demonstrates effective teaching skills.

1. The faculty member sequences the learning experiences in accordance with accepted method.	1. _____	_____	_____	_____
2. The faculty member chooses patients (tasks) which will enhance learning.	2. _____	_____	_____	_____

(Clinical Teaching, cont'd.)

Name _____

Date _____

Supervision:

The faculty member demonstrates ability
in the supervision of students.

In my opinion
Yes No

Unable
to observe

Not applicable

3. The faculty member verifies that
learning has occurred, i.e., by observation,
by requesting feedback, by testing.

3. _____

4. The faculty member discusses with student
the goals and expectations of both super-
visor and student.

4. _____

5. The faculty member reviews student's
schedule and suggests changes as neces-
sary.

5. _____

6. The faculty member observes student
performance, formally and informally,
without detracting from that performance.

6. _____

7. The faculty member allows student to
function independently as performance and
situation warrant.

7. _____

8. The faculty member gives verbal and
written feedback (both positive and
negative) to student following observed
performance, as soon as feasible.

8. _____

TOTALS

Comments:

SCHOOL OF ALLIED HEALTH SCIENCES
AT GALVESTON
THE UNIVERSITY OF TEXAS MEDICAL BRANCH
AT GALVESTON

FACULTY DEVELOPMENT/SELF-ASSESSMENT INSTRUMENT

Part B

1. What are your major responsibilities in your department and in the school?
2. What were the two or three main goals you set for the past year? Why was each goal of top priority?
3. What have you accomplished during the past year relative to each of the above goals? What objective and/or subjective evidence do you have to support these accomplishments?
4. In what interdisciplinary, interdepartmental, or interprofessional endeavors have you participated during the past year?
5. In what kinds of interdepartmental, interdisciplinary, or interprofessional endeavors do you plan to participate in the coming year?
6. In what intra-departmental endeavors of note have you participated during the past year?
7. In what intra-departmental endeavors of note will you participate in the coming year?
8. What activities have you executed during the year to assist graduates to obtain positions?
9. What specific activities have you executed to assist in developing student morale and esprit de corps during the past year?
10. What are the major instructional innovations undertaken by you during the past year?
11. Briefly, how are you planning to assess the impact of these innovations?
12. What self-improvement, self-developmental activities have you engaged in during the past year? In what ways were they effective?
13. What have you, as a faculty member, done during the past year to increase the positive visibility of your program and the products of your program?
14. *What information can you present to show that the quality of students you are attracting is improving?
15. What do you see as the major constraints which have kept you from reaching your goals more completely during the past year?

*for department chairmen only

16. What are other major criteria against which you believe you should be assessed for the past year? What evidence do you offer as indicating progress on each criterion?
17. In attempting to achieve your future goals, what is the major assistance that would be of value to you from the Dean's staff?
18. What is the major assistance that would be of value to you from other programs in the School of Allied Health Sciences?
19. What is the major assistance that would be of value to you from the rest of the university?
20. What is the major assistance that would be of value to you from the "off-campus field"?

SCHOOL OF ALLIED HEALTH SCIENCES
AT GALVESTON
THE UNIVERSITY OF TEXAS MEDICAL BRANCH
AT GALVESTON

FACULTY DEVELOPMENT/SELF-EFFECTIVENESS INSTRUMENT

Part C

LONG RANGE PLAN FOR PERSONAL
AND PROFESSIONAL GROWTH AND DEVELOPMENT

A Suggested Outline

A. Career in Retrospect

Topics appropriate to this section: professional accomplishments, activities and involvements; evaluative observations (such as strengths in educational preparation, significant professional experiences, goals which remain unfulfilled or opportunities unrealized.)

B. Goals, Objectives, and Aspirations

Topics appropriate for this section: development of skills and competencies; growth as a person (e.g., in the areas of interpersonal relationships and creativity, etc.); job responsibilities, positions, status, participation in various activities and committees, etc.

C. Proposed Steps toward Attainment of Goals and Aspirations

Topics appropriate to this section: study; teaching; activities and involvements; research, writing; travel; professional organizations (membership, participation, offices, committees, presentation of scholarly papers); probable sources of needed financial support (non-college sources; study leave, "sabbatical" leave, with probable dates of proposed activities).

D. Summary and Conclusions

GLOSSARY

- A. Instructional strategy refers to the instructor's approach to the learning situation (inductive vs. deductive).
- B. Lesson plan - prepared by the teacher prior to the instructional period. It is a memorandum for his/her own guidance in conducting the instruction and is not intended for learner consumption. The lesson plan might contain some or all of the following elements:
 - 1. Lesson title
 - 2. Objectives
 - 3. Content - perhaps in outline form
 - 4. Resources needed for instruction - equipment, media, people, materials, etc.
 - 5. Prerequisite experience of the learner
 - 6. What the instructor will do
 - 7. What the learner will do
 - 8. Means of assessing the learner's progress and/or achievement
 - 9. Summary

Or, a lesson plan could be in the following form:

- 1. Lesson title
- 2. Objectives
- 3. Strategy (approach)
- 4. Learning experiences (resources, AV techniques, student and teacher tasks, etc.)
- 5. Stimuli (things to do/say to elicit responses)
- 6. Time estimate
- 7. Assessment techniques

Since the lesson plan is for the instructor's use, the plan may vary due to personal needs and preferences.

- C. Efficacy - the power to produce an effect; producing a desired effect. Effectiveness is a synonym.